

**NEW EDUCATOR PREPARATION PROGRAM PRE-PROPOSAL
FORM 2**

Program Information

Program Name: Northeast Washington Educational Leadership Consortium

Institution Name: EWU, ESD 101, Gonzaga U, WSU Spokane, and Whitworth College

Degree Granting/Certification Unit Participating Universities or the Consortium
(e.g. College of Education)

Degree or Certification Only: Certification only

Level: Principal Professional Certificate
(e.g. Master's, Professional Certification)

Endorsement(s) (for teacher preparation):

Proposed Start Date: Spring 2008

Projected Enrollment (FTE) in Year One: 10 Projected Full Enrollment: 2010: 20
(year) (#FTE)

Institution Accreditation Status

- ☒ Attach letter that verifies regional accreditation
☐ Attach letter that verifies HECB approval (for degree program)

Description of Resources to Support Program

Faculty: Faculty from each of the universities and representatives from ESD 101, professional associations and partner districts will serve as an advisory board for the Northeast Washington Educational Leadership Consortium. The advisory board will select a Program Developer to serve from May 2007 to July 2007.

Program Developer's responsibilities:

- Further define the Northeast Washington Educational Leadership Consortium's program proposal for submission to PESB.
- Develop a detailed business plan for the consortium.
- Develop a governance model.
- Secure inter-local agreements between participating universities and agencies.
- Identify potential principal pro cert participants.
- Coordinate meetings among consortium partners.

Estimated cost: \$6,500

If the program proposal is approved by the PESB in July 2007, the advisory board will hire a Program Director. This person will be hired through ESD 101 who will serve as the fiscal agent for the consortium.

Program Director's responsibilities:

- Operationalize the program proposal.
- Identify and recruit individuals into the program for spring 2008.
- Coordinate with the advisory board to further develop needed program components that are in alignment with state mandated requirements.
- Represent Northeast Washington Educational Leadership Consortium at regional and state level meeting related to professional certification.

(This position will initially be at the .4 FTE level.)

Estimated annual cost: \$15,000.

Support Staff: Clerical support staff services will be purchased through ESD 101.

Estimated annual cost: \$3,000.

Student Advising/Support: The program director will provide the initial student advising. A trained mentor/coach will then be assigned to each program participant and be responsible for assisting in the development, implementation and dissemination of their professional growth plan. Mentor/coaches would provide on-line, seminar and on-site support for program participants. The frequency of on-site visits and seminar attendance would be determined during the final program development.

Estimated cost (including coaches training): \$6,000.

Travel: Travel will include site visitations by mentor/coaches and for the program director to attend any relevant state-wide meetings.

Estimated annual cost: \$2,000

Technical Support: Each of the participating agencies would provide the necessary technical support for program delivery, such as the universities' distance delivery systems, K-20, Blackboard and other appropriate media. Technical program support related to performance standards would be provided by the advisory board.

Estimated annual cost: In-kind from participating agencies for seminars, meetings, etc.

The program director will require office space, phone, computer, access to fax, printing, etc. which will be provided through ESD 101.

Estimated annual cost: \$2,000

Financial Aid: N/A

Practica/Internships: N/A

Description of district partnerships: The Administrator Professional Certificate program offered by Northeast Washington Educational Leadership Consortium is founded on a statewide partnership along with the Association of Washington School Principals, the Washington Association of School Administrators, the Washington State Association of Supervision and Curriculum Development, the Washington Council of Educational Administration Programs (representing all of the state's administrator preparation programs), and the Office of Superintendent of Public Instruction.

In the fall of 2006, initial discussions regarding the consortium concept for delivering a principal professional certification program involved regional district and building level administrators from

mid-sized to small rural school districts. The result of these discussions was the conclusion that a consortium/partnership with districts for professional development would provide a significant addition to regional professional development.

On January 18, 2007, the Northeast Washington Educational Leadership Consortium concept was presented to and enthusiastically endorsed by the Northeast Washington Association of School Administrators (see attached letter)

The state-wide and regional partnership will continue as the program is implemented. Formal partnerships with individual districts will occur as needed depending on the number of candidates involved. However, the NWELC Program Director will regularly communicate and collaborate with districts to ensure that the Professional Certificate process fulfills its vision of job-embedded professional development.

Description and examples of how the institution infuses diversity into learning opportunities and the campus culture: Program participants will work with faculty, mentor/coaches and district personnel to build capacity as school leaders to be prepared to tackle the issues of equity and social justice in their schools. This is a central issue in the debate about what schools are and what they should become. Educators in Eastern Washington are poised on the edge of this national debate as the Inland Northwest region is home to more than 75% of the high-need schools and districts in the state. A number of the professional certificate participants will be administrators within the economic region described by the Associated Press (Spokesman-Review, January 28, 2001) as the "the Northwest Appalachia, a chronically depressed region of low incomes and poor prospects, clinging to a declining number of old-economy jobs." Given that one of the guiding principles of the principal professional certification program is that "student learning is the measure of success," it will be imperative that each participant's professional growth plans address and show evidence how they have influenced raising achievement of low socioeconomic status children. Addressing the achievement gap is our region's number one diversity issue and requires abandoning the illusion that school reform alone can save us from having to make the difficult economic and political decisions that the goal of educational equity inevitably entails.

Program location(s): Each of the participating agencies and partner districts in the consortium will provide facilities as needed for large and small group activities. It is expected that many of participants will be located in rural and remote sites and given that the program delivery is to be job embedded, a portion of the program will be delivered at the participants' site. The use of the K-20 system and the university's distance delivery systems will reduce the amount of travel and provide access to participants in rural and remote locations.

Data/information to support need for the program: Professional Certificate programs are needed to allow holders of residency principal and program administrator certificates to earn a professional certificate as required by WAC. The 2007-2008 academic year will be the first in which significant numbers of administrators will become eligible for the program.

The best available estimate is that about 300 administrators across the state will need access to professional certificate programs in a typical year. However, since many new administrators are still

operating under the initial/continuing certificate system, it will be several years before those full numbers are achieved.

In the northeast region of Washington, it is expected that approximately 10-20 administrators will need to access the professional certificate program beginning in 2008. Many of these administrators will be located in rural and remote locations.

Length of program: The professional certificate program offered by the Northeast Washington Educational Leadership Consortium (NWELC) will be fee-based rather than tuition-based. Participants seeking credit for their professional certificate work would make arrangements with individual universities. It is expected that most participants will complete their professional certificate in one year. Individuals needing or desiring additional time with mentor/coaching support to complete the evidence for their professional growth panel presentation would pay \$1,000 per academic year.

The following is an outline of the proposed delivery system and estimated costs for principal professional certification:

Spring of 2nd year of successful administrative performance:

- The NWELC program director would identify and contact qualified participants and their districts to arrange for them to complete a 360 Degree ISLLC Assessment.

Estimated cost: \$100 (to be paid by participant)

Early August leadership academy held at one or more of the participating agency sites:

- (Tuesday) The NWELC program director will guide participants through a process to analyze their 360 Degree ISLLC Assessment, their district performance evaluations and other relevant evaluation data.
- (Wednesday) Participants will form interest groups based on analyses of assessment data and be matched with a mentor/coach, who will provide assistance in the initial development of their individual Professional Growth Plans with a focus on student learning as a measure of success.
- (Thursday) Principal pro cert candidates will participate in the regional Inland Empire Administrators conference. This conference is attended by area school districts and provides keynote speakers on current educational topics and structured reflection time for district leadership teams. Pro cert candidates will have an opportunity to have small group conversations related to their professional growth plans with keynote presenters as well as other school administrators.
- (Friday) Pro cert candidates will meet with interest group and their assigned mentor/coach to finalize individual professional growth plans.

Estimated cost: \$1,000

Core job embedded professional development (one to two years):

- Purpose is to implement professional growth plan.
- Mentor/coach will make at least two on-site visitations to each pro cert candidate and schedule and facilitate two regional seminars each year. Regional seminars will utilize expertise in district partners and professional associations focusing on areas of common interest from professional growth plans. Due to the large geographic region served by the NWELC, some seminars would be held on Friday evenings and Saturdays.

- Mentor/coaches will facilitate on-line discussions and coordinate appropriate professional development utilizing professional associations and local resources.

Estimated annual cost: \$1,000

Assessment

- Pro cert candidate will present evidence of successfully meeting the goals of their professional growth plan to a panel of PEAB members for each of the participating universities, ESD 101 and representatives of partnering professional associations and school districts.

Estimated cost: \$1,000

Scheduling Attendance Options ☐ Day Classes ☐ Evening Classes ☐ Weekend Classes
☐ Full-time ☐ Part-time

Total cost of program: The estimated total cost of the NWELC Principal Professional Certification Program would be \$3,000 for one year. Individuals needing or desiring addition time with mentor/coaching support to complete the evidence for their profession growth panel presentation would pay \$1,000 per academic year.

Description of what is unique about the program (how does it fill a niche not filled by existing approved programs): As of March, 2007, there are no existing approved programs for the Administrator Professional Certificate. The proposed program through Northeast Washington Educational Leadership Consortium, in common with all other Administrator Professional Certificate programs, will provide focused, individualized, and job-embedded professional development to principals, assistant principals, and program administrators in the early years of their careers.

This program will be unique in its delivery mode to reach rural and remote participants and in the partnership approach as program providers.

Outline of Assessment System: In common with other programs, the Administrator Professional Certificate program offered by Northeast Washington Educational Leadership Consortium will assess candidate proficiency through a final presentation using a common rubric based on the professional certificate benchmarks.

Program effectiveness will be assessed through candidate surveys following the entry seminar and completion of the program; surveys of individuals who assess the final presentations; and analysis of candidate work samples.

The NWELC program will also work with state officials to develop means of assessing long-term impact on candidate performance.

Contact Information

Name: Dr. Joan Kingrey
Title: Director and Associate Professor
Address: College of Education, WSU Spokane, PO Box 1495, Spokane WA 99210
Telephone: 509.358.7939
Fax: 509.358.7933
Email: Kingrey@wsu.edu


Endorsement* by Chief Academic Officer

April 2, 2007
Date


Endorsement* by Dean of Degree/Certification Unit

Date *April 2, 2007*

* Note: On March 7, 2007 representatives of the consortium met with Deans from Eastern Washington University Gonzaga University, Whitworth College, Washington State University and the ESD 101 Superintendent. The consortium concept for program delivery for the Principal Professional Certificate was presented and discussed. The Deans and the Superintendent for ESD 101 agreed in concept to the consortium model and supported the efforts to complete the PESB Pre Proposal.

The signatures above are those of those of Dr. Joan Kingrey, Director of the College of Education, and Dr. Joanne Thompson, Vice Chancellor and Chief Academic Officer, at Washington State University Spokane as representatives for the proposed consortium.



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Fax: 425 376 0596
www.nwccu.org

June 30, 2004

Rev. Robert J. Spitzer, S.J.
President
Gonzaga University
502 East Boone Avenue
Spokane, WA 99258

Dear President Spitzer:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Gonzaga University has been reaffirmed on the basis of the spring 2004 comprehensive evaluation and a review of previously approved Substantive Change proposals to offer law coursework in Florence, Italy; the Master of Arts degree program in Communication and Leadership Studies; and the online delivery of 30 credit hours of the Master of Arts in Organizational Leadership. These matters were the subject of Commission correspondence dated April 7, 2003, November 3, 2003, and December 19, 2003, respectively. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution is required to conduct a self-study and be visited by a full evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of Gonzaga University, the Commission requested that the institution prepare a focused interim report and host a Commission representative in fall of 2005 to address Recommendations 2, 4, 9 and 12 of the spring 2004 Comprehensive Evaluation Report. In addition, the Commission requested a progress report in fall 2006 to address Recommendations 5 and 8 of the spring 2004 Comprehensive Evaluation Report. A copy of these recommendations is enclosed for your convenience.

In reaffirming accreditation, the the Commission finds that Recommendations 1, 2, 3, 5, 6, 7, 8, 10, 11, 12 and 13 of the spring 2004 Comprehensive Evaluation Report are areas where the institution is substantially in compliance with Commission criteria for accreditation, but improvement is needed. In regard to Recommendations 4 and 9 of the spring 2004 Comprehensive Evaluation Report, the Commission finds that the institution does not meet Commission criteria for accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy A-18, *Commission Action Regarding Institutional Compliance Within Specified Period* (enclosed), the Commission requires that Gonzaga University take appropriate action to ensure that Recommendations 4 and 9 are addressed and resolved within the prescribed two-year period.

Rev. Robert J. Spitzer, S.J.
June 30, 2004
Page Two

We will write in spring 2005 to suggest a date for the fall 2005 focused interim evaluation visit.

In the unlikely event the Commission should conclude that an institution is in danger of being unable to fulfill its mission and goals or to continue to meet the eligibility requirements, standards or related policies for accreditation, the Commission reserves the right to request that the institution receive an evaluation committee for a special review.

The Commission applauds the University for the courage and self-confidence expressed in the thoroughness and candor evidenced in the self-study. Moreover, the Commission commends the President for bringing the University through a difficult leadership transition and for working with the University community to achieve an enrollment and financial turnaround. The Commission commends the University for the quality of the faculty and for their caring dedication to the education and development of the students as well as the establishment of a learning environment in which there is abundant evidence of satisfaction on the part of students. The Commission finds laudatory the loyalty of the staff and the Staff Assembly in supporting and participating in the mission of the University. Lastly, the University clearly benefits from its distinctive programs as well as for the ethic of service that is strongly valued by students, faculty and staff.

Again, congratulations on receiving this recognition. Please feel free to contact me regarding your thoughts on the comprehensive evaluation process, suggestions for improving the process and for any assistance we may provide your institution.

Best wishes for a successful 2004-2005 academic year.

Sincerely,



Sandra E. Elman
Executive Director

SEE:pja

Enclosures

cc: Dr. Thayne M. McCulloh, Vice President for Administration and Planning



The Standard of Excellence
In Teacher Preparation

National Council for Accreditation of Teacher Education
Arthur E. Wise
President

March 21, 2005

Robert Spitzer
President
Gonzaga University
502 East Boone Avenue
Spokane, WA 99258-0025

Dear President Spitzer:

At its March 13-17, 2005 meeting in Palm Springs, CA, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the School of Education as the unit that oversees the professional education offerings at Gonzaga University. This letter is written to inform you of the Unit Accreditation Board's decision to continue accreditation, with conditions, at the initial teacher preparation and advanced preparation levels of the School of Education at Gonzaga University.

Details of the Unit Accreditation Board's findings are provided in the enclosed accreditation action report and areas for improvement document. Any areas for improvement that have been cited for unmet standards are listed in the accreditation action report and any cited for met standards are listed in the areas for improvement document. Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

NCATE's decision to continue the accreditation of Gonzaga University with conditions requires that the institution submit documentation by October 1, 2005 focused on Standard 2, which was found unmet by the Unit Accreditation Board. General guidance on the format of the documentation is enclosed. At its next meeting, in October 2005, the Unit Accreditation Board will decide to either (1) continue the accreditation of Gonzaga University or (2) require a focused visit in or before the fall 2006 semester.

Please note that Gonzaga University may also choose to waive the option of submitting documentation by October 1, 2005, in favor of hosting a focused visit on Standard 2, to take place in or before the spring 2007 semester. If the unit chooses this course of action, please inform NCATE of this decision by October 1, 2005.

Your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. In addition, you will be expected to report evaluations and changes in relation to all six standards.

The recent meeting of NCATE's Unit Accreditation Board culminates several years of preparation and deliberation on the part of both the institution seeking accreditation and NCATE. Beginning with the institutional self-study and ending with the deliberations of the Unit

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Robert Spitzer
March 21, 2005
Page 2

Accreditation Board, a great deal of thought and effort went into the accreditation process. NCATE places great faith in its Board of Examiners members and the Unit Accreditation Board, and we want you to know that your unit was examined carefully throughout each stage of the accreditation process. Moreover, we have been most pleased with the cooperation received from the faculty, staff, and administration of your institution. Please let us know if there is anything we might do to explain the findings of the Board or to assist you in determining any future courses of action.

Enclosed are copies of NCATE's policies on dissemination of information and policies and procedures regarding accreditation with conditions. Also enclosed are appeals procedures that describe the alternatives available to your institution. Please note that you have until April 14, 2005 to file a notice of intent to appeal the decision by the Unit Accreditation Board, should you elect to do so. The decision to continue accreditation with conditions will be considered final and a matter of public record on April 15, 2005, unless a notice of intent to appeal has been received by close of business on April 14. If a notice to appeal is filed on or before that date, the accreditation decision will not be considered final until the appeals process is exhausted. If the institution does not appeal, or loses its appeal, the accreditation with conditions status will be noted in all official lists of NCATE-accredited institutions.

You may receive press inquiries regarding the Unit Accreditation Board's recent decision. If you need assistance with these inquiries, feel free to contact the Communications Department at the NCATE office. Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: Shirley Williams, Dean, School of Education
Arlene M. Hett, Director of Professional Education & Certification, Washington
Department of Public Instruction
Board of Examiners Team



RECEIVED BY

JAN 02 2003

National Council for Accreditation of Teacher Education

Arthur E. Wise

President

October 29, 2002

DEPT. OF EDUC. & COLINS P
WASHINGTON STATE UNIVER

V. Lane Rawlins
President
Washington State University
Pullman, WA 99164-1048

Dear President Rawlins:

At its October 15-20, 2002, meeting in Washington, DC, the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) considered the application for continuing accreditation of the College of Education as the unit that oversees the professional education offerings at Washington State University. I am pleased to inform you of the Unit Accreditation Board's decision to continue the accreditation of the College of Education at Washington State University at the initial teacher preparation and advanced preparation levels.

Let me take this opportunity to congratulate you and your professional education unit for displaying the high quality necessary to be granted national accreditation and to express appreciation for the cooperation received from the faculty, staff, and administration of your institution.

The Unit Accreditation Board cited the following areas for improvement:

- Assessment plans for the educational administration and school counseling programs are not clearly defined. (*Standard 2*)
- The unit does not have enough faculty members to ensure adequate delivery of the school counseling certification program on the Pullman campus. (*Standard 6*)

Strengths noted in the Board of Examiners report have not been reiterated but are certainly considered part of the institution's accreditation visit record. You may use the information provided in the Board of Examiners report at your discretion.

The next NCATE visit is scheduled for spring 2006, and you will begin to receive materials for that visit approximately two years prior to the visit. (In partnership states, the date of the visit must be determined jointly by the state and NCATE.) In addition, your institution will be required to complete a Professional Education Data System instrument each year during the accreditation period. You are not required to report specifically on progress in the areas for improvement cited, but you are encouraged to do so. Over the next five years, you will be expected to report evaluations and changes in relation to all six standards.

To assist you in letting potential students and the public know the benefits of attending a professionally accredited school, college, or department of education, we have also

V. Lane Rawlins
October 29, 2002
Page 2

enclosed, with the copy of this letter that is sent to the head of your professional education unit, a packet that includes press tips as well as a sample press release and sample op-eds. Please feel free to contact NCATE's communications department if you need further assistance.

Also enclosed is a copy of NCATE's Policies on Dissemination of Information, which describes the terms and dates by which your current accreditation action becomes a matter of public record and also lists other parties who will be notified of accreditation action. If your state has a partnership agreement with NCATE, the state agency with program approval authority receives a copy of this letter.

Should you have any questions regarding NCATE's action or the items reported herein, please do not hesitate to contact us.

Respectfully submitted,



Arthur E. Wise

Enclosures

cc: ✓ Judy Nichols Mitchell, Dean, Washington State University, College of Education
Lin D. Douglas, Washington Department of Public Instruction
Board of Examiners Team



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January 26, 2004



Dr. William P. Robinson
President
Whitworth College
300 West Hawthorne Road
Spokane, WA 99251

Dear President ^{Bill} Robinson:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that the accreditation of Whitworth College has been reaffirmed on the basis of the recent regular fifth-year interim evaluation report and visit. Congratulations on receiving this continued recognition.

In taking this action, the Commission requested that the College submit a progress report in fall 2004 to address Recommendations 1 and 2 of the fall 2003 Regular Fifth-Year Interim Evaluation Report.

For your convenience, a copy of the recommendations from the evaluation report is enclosed.

We will write in spring 2004 regarding the fall 2004 progress report.

Best wishes for a rewarding New Year.

Sincerely,

A handwritten signature in cursive script that reads "Sandra Elman".
Sandra E. Elman
Executive Director

SEE:pja

Enclosure

cc: Dr. Tammy R. Reid, Vice President for Academic Affairs and Dean of Faculty



NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON COLLEGES

DEC 28 1998

December 21, 1998

Dr. William P. Robinson
 President
 Whitworth College
 West 300 Hawthorne Road
 Spokane, WA 99251-0302

Bill
 Dear President Robinson:

On behalf of the Commission on Colleges, I am pleased to report that the accreditation of Whitworth College has been reaffirmed on the basis of the recent comprehensive self-study and full-scale evaluation. Congratulations on receiving this continued recognition.

The policy of the Commission is not to grant accreditation for a definite number of years. Instead, accreditation must be reaffirmed periodically. Each institution needs to conduct a self-study and be visited by a full evaluation committee at least once every ten years, and during the fifth year, the institution is to submit an interim report and be visited by one or more Commission representatives. In the case of Whitworth College, the Commission requested that the College prepare a focused interim report and host an evaluation visit by a Commission representative in spring 2001. The report is to address General Recommendations 1, 4 and 5 of the 1998 Evaluation Committee Report (pages 52-53). The recommendations are:

1. Whitworth College has initiated a variety of activities aimed at the assessment of its educational program, but Whitworth needs to develop an assessment plan wherein assessment activities are clearly defined, encompass all of the College's offerings, are conducted on a regular basis, are integrated into the overall planning and evaluation process, and lead to the improvement of teaching and learning (Standard One - Institutional Mission and Goals, Planning and Effectiveness; Standard Two - Educational Program And Its Effectiveness; Standard 2.B - Educational Program Planning and Assessment; Commission Policy 2.2 *Educational Assessment*).
4. Whitworth College has improved the physical facilities for its library but development of library core collections has not kept pace and resources are not considered sufficient to support the academic programs offered by the College. We urge the College to take necessary steps to strengthen library collections of printed and electronic information resources to ensure that they meet the needs of the academic programs, so that these resources can be integrated into the teaching and learning process (Standard Two - Educational Program And Its Effectiveness; Standard Five - Library and Information Resources).

11130 N.E. 33rd Place, Suite 120 Bellevue, Washington 98004
 Telephone (425) 827-2005 Fax (425) 827-3395

COPY

Dr. William F. Robinson
December 21, 1998
Page Two

5. The evaluation team is concerned that changes in the contract with the consortium for the nursing program have unduly distanced Whitworth faculty from any responsibility for the curriculum and that the institution may be awarding a degree that is not, in fact, determined by the institution. We recommend that Whitworth review this contract in keeping with the requirement that the institution's faculty has a "major role and responsibility for design, approval, and implementation of the curriculum" for any degree granted by the institution (Standard Two - Educational Program And Its Effectiveness).

We will write in fall 2000 regarding the focused interim report and to schedule a date for the visit.

The Commission and the evaluation committee commend the College for the quality and effectiveness of its Writing Across the Curriculum program which has earned national recognition. In addition, the Commission finds the leadership's clear focus on the mission of the College, its effective communication strategies, and its openness with all constituencies laudable.

Again, congratulations. Best wishes for a peaceful and joyous holiday season.

Sincerely,



Sandra E. Elman
Executive Director

SE:ar

cc: Dr. Tammy Reid, Vice President for Academic Affairs



NORTHEAST WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS

January 22, 2007

Dr. Jim Howard
Associate Professor
Washington State University/Spokane
P. O. Box 1495
Spokane, WA 99210-1495

Ms. Helene Paroff
Assistant Superintendent
ESD 101
4202 S. Regal
Spokane, WA 99223

Dear Jim and Helene,

On behalf of the membership of NEWASA, I am writing to express our appreciation for your excellent presentation regarding an Educational Leadership Consortium at the January 18, 2007 general membership meeting.

Further, the membership wishes to commend ESD 101, Eastern Washington University, Gonzaga University, Washington State University and Whitworth College for pursuing this important and needed collaboration, and offer our endorsement of your work that will effectively serve school and district leaders in the eastern Washington region.

Again, thank you very much for sharing with us the good work you are engaged in, and know that you have our full support.

Sincerely,

A handwritten signature in dark ink, appearing to read "Michael Dunn", with a long, sweeping horizontal line extending to the right.

Michael Dunn
President, NEWASA

c: NEWASA Executive Board